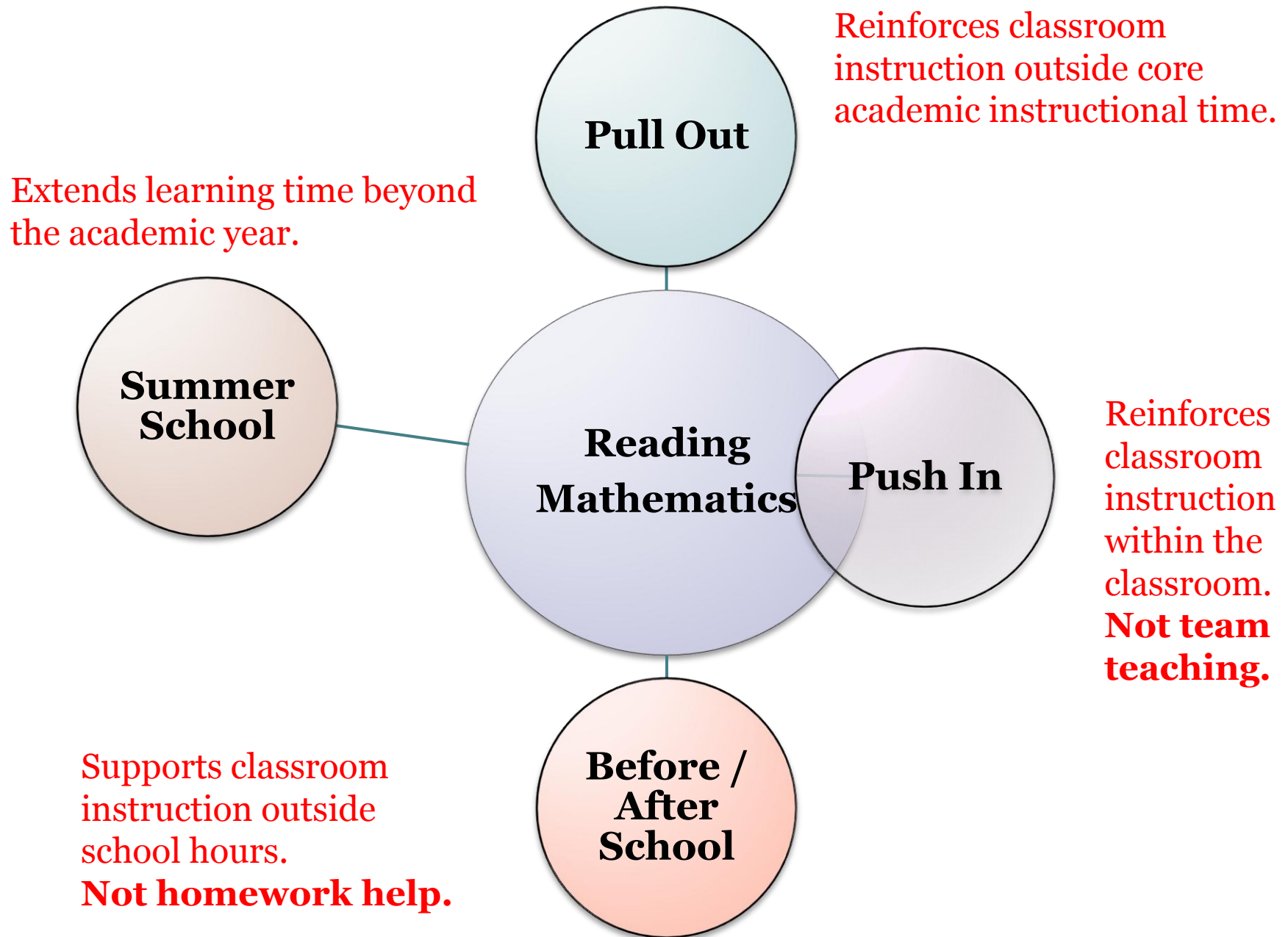# ESEA FOR LEAs

Part Three:
Developing a Title I
Targeted Assistance Program

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What is the academic focus of Title I?

Pull Out

Reinforces classroom instruction outside core academic instructional time.

Extends learning time beyond the academic year.

Summer School

Reading Mathematics

Push In

Reinforces classroom instruction within the classroom. **Not team teaching.**

Supports classroom instruction outside school hours. **Not homework help.**

Before / After School

RANK ORDER

- Use one measure that equalizes all students to create the list.

  Averaging the scores will not give an accurate measure of need.

- Rank students by one of the measures. This is the primary criteria for ranking.

- Use other measures as verification of placement.

List of Multiple Academic Criteria

- **<u>Primary Criteria (Driver)</u>**
  - ▫ Assessment used to drive decision for placement. ex) AIMS, Terra Nova

- **<u>Secondary Criteria (Quantitative)</u>**
  - ▫ Documented data used to support decision. ex) grades in reading/math, other assessments.

- **<u>Talking Points (Qualitative)</u>**
  - ▫ Recommendation, feedback, graduation status ex) teacher recommendation, parent request, credits

SCHOOL CRITERIA

Write a narrative describing the program parameters.

Example:

"Students eligible for Title I Services shall be those who:

1. On the AIMS test FFB in Reading and/or Math with a cut off score of… [**Primary**]

2. On the Terra Nova test who are 2 or more years below present grade level… [**Secondary**]

3. Have a grade of [*numeric score*] or below in Reading/Math on last year's report card. [**Secondary**]

Creating the Eligibility List

1. Identify the main assessment tool driving the ranking of the eligibility list.

2. Identify the primary criteria, secondary criteria, and talking points.

3. Include all the information used when analyzing the student's academic history.

4. Rank order with the most academic needy at the top of the list.

May consist of one or several lists.

Download the Rank Order Excel Spreadsheet from the ADE Title I Targeted Assistance Webpage.

Last Name	First Name	Grade Level	AYP Subgroup* (if applicable)	Primary Criteria**		Secondary Criteria		Talking Points

Last Name	First Name	Grade Level	AYP Subgroup* (if applicable)	Primary Criteria** AIMS Reading	Secondary Criteria		Talking Points

Last Name	First Name	Grade Level	AYP Subgroup* (if applicable)	Primary Criteria** AIMS Reading	Secondary Criteria Report Card	DIBELS	Talking Points

Last Name	First Name	Grade Level	AYP Subgroup* (if applicable)	Primary Criteria** AIMS Reading	Report Card	Secondary Criteria DIBELS	Talking Points Teacher Rec.

Students with No Common Data

Option #1

- Look at the student's previous year's grades in Reading and Math.

- Select based upon predetermined grade.

- Administer test only to those who will be in the program.

Option #2

- Give all students a common test at the beginning of the year.

- Select those students who appear to be at highest risk based on predetermined criteria.

- Look at previous report grades.
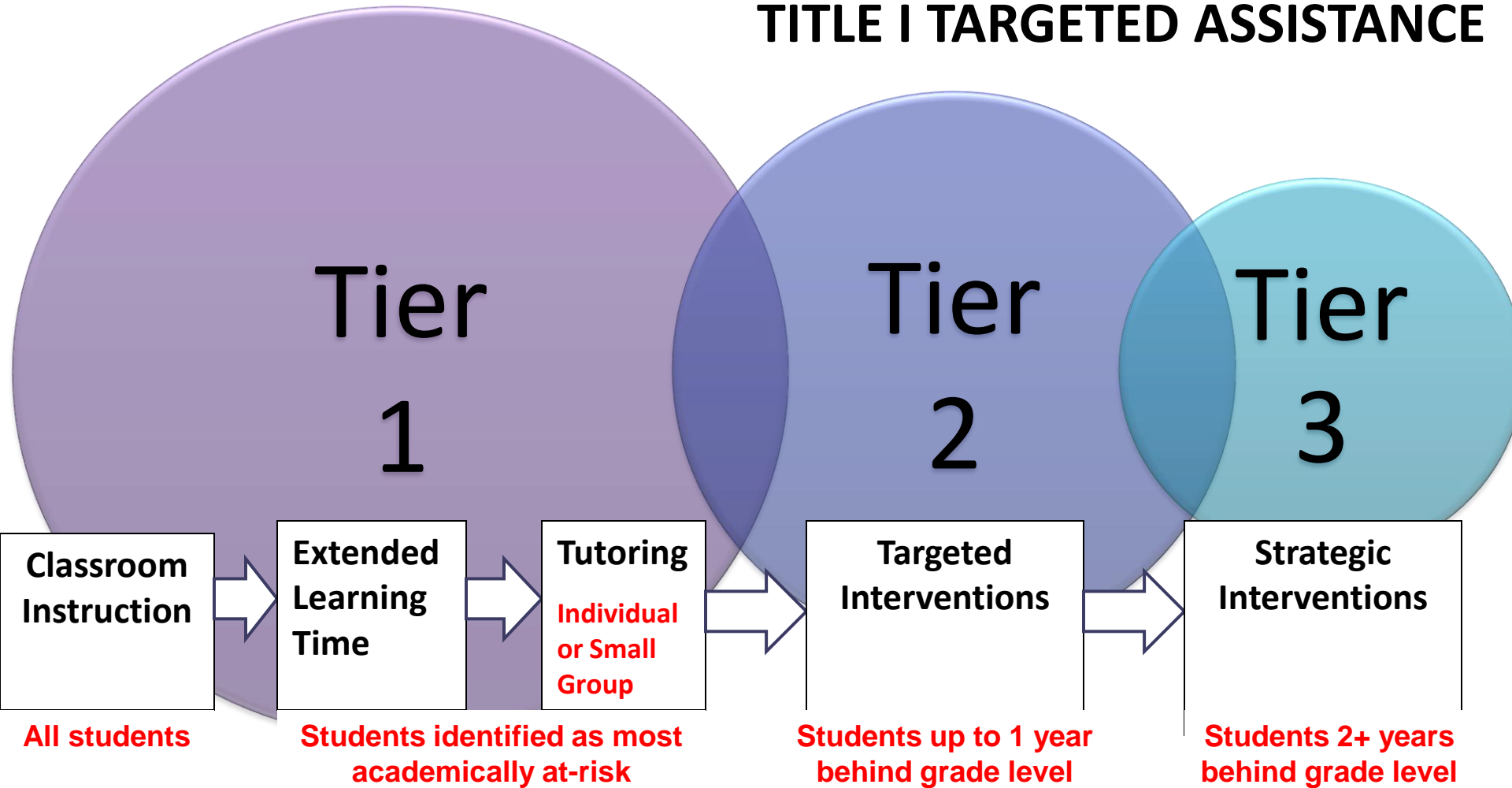
Students with No Common Data

<u>Option #3</u>

- Have a test that will help identify the placement in school programs.

- Use secondary criteria and talking points to support decisions.

<u>High School Students</u>

- Use previous report grades in Reading, English, or Math.

- Determine a cut-off score.

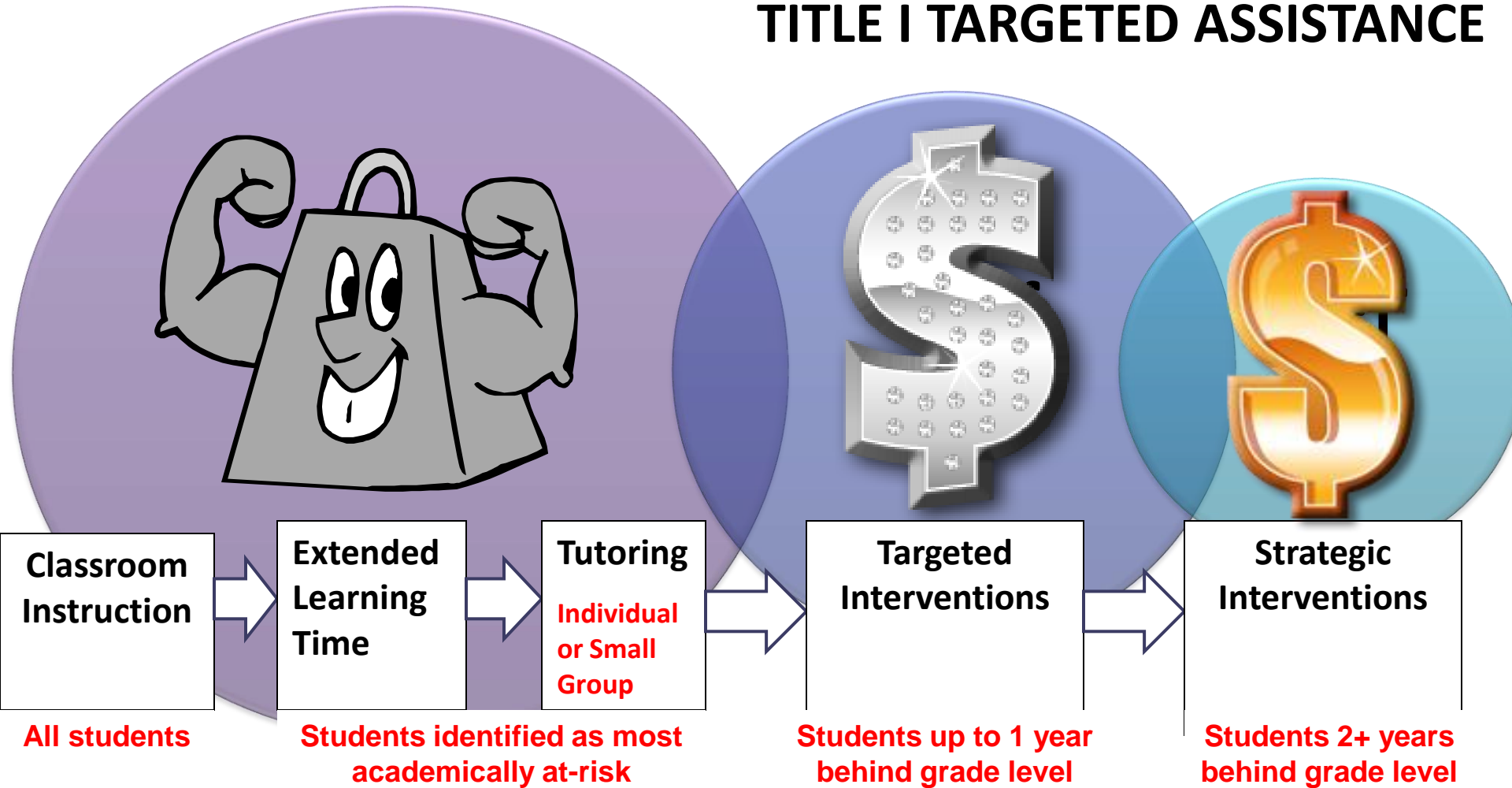- Use talking points – teacher recommendation, graduation/credit status
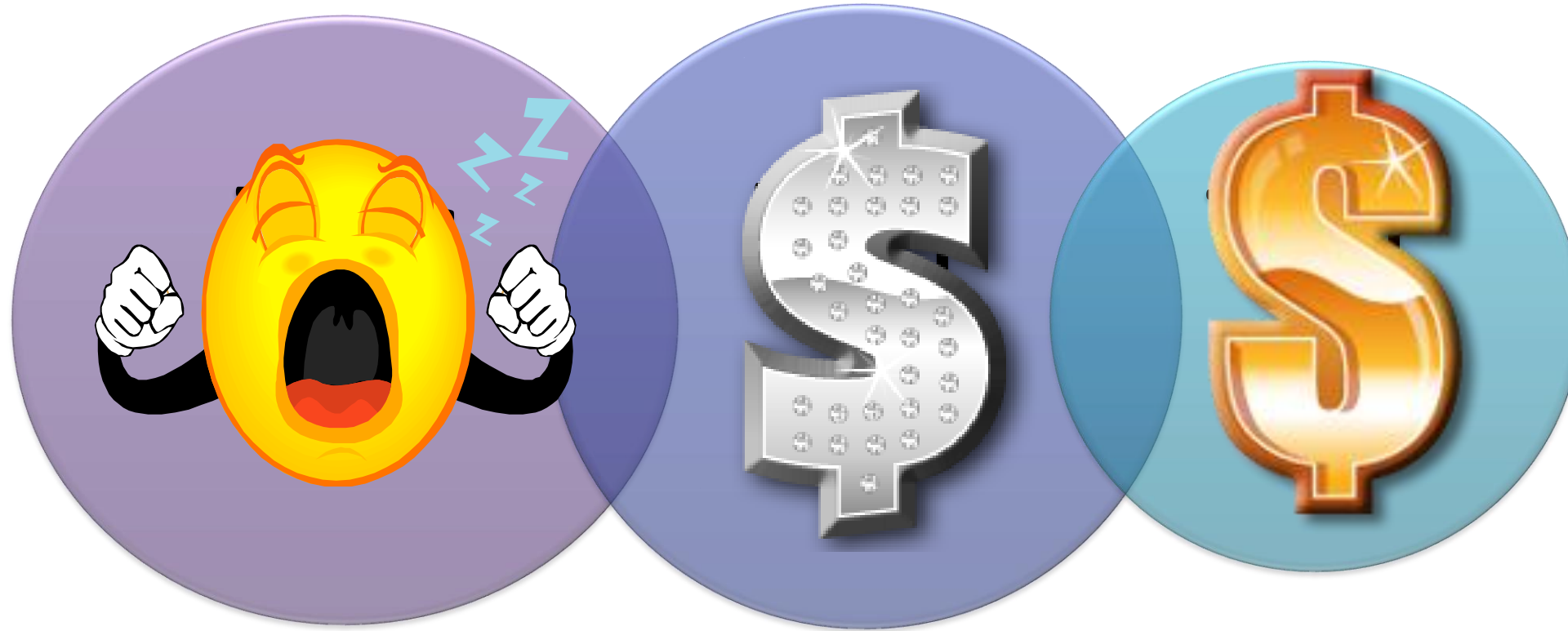
TIERED INTERVENTION

TITLE I TARGETED ASSISTANCE

Tier 1

Tier 2

Tier 3

| Classroom Instruction | Extended Learning Time | Tutoring **Individual or Small Group** | Targeted Interventions | Strategic Interventions |

All students

Students identified as most academically at-risk

Students up to 1 year behind grade level

Students 2+ years behind grade level

TIERED INTERVENTION

TITLE I TARGETED ASSISTANCE

| Classroom Instruction | → | Extended Learning Time | → | Tutoring Individual or Small Group | → | Targeted Interventions | → | Strategic Interventions |

All students   **Students identified as most academically at-risk**   **Students up to 1 year behind grade level**   **Students 2+ years behind grade level**

TIERED INTERVENTION

TITLE I TARGETED ASSISTANCE

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